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The acquisition of the Dutch quantitative pronoun ER: the role of background language(s)

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Introduction

This study looks at transfer from L1 French and L1 English to the L2 Dutch. We specifically look at the ability to judge and imitate morpho-syntactic and semantic structures with the quantitative pronoun ER.

Based on Full Transfer/Full Access,

Predictions

partially (e.g. complex NP modified by a cardinal numeral or weak quantifier. The Ik Semantics

Ik Syntax

Dutch

French

English

Semantics

presence vs absence

Ik less ER dris

Ik EN is trois

Ik read three

Ik less ER dris

Ik JE is trois

Ik read three

Semantics

indefiniteness vs definiteness

Ik less ER en helboel

Ik EN is un grand nombre

Ik read many

Ik less ER de helboel

Ik EN is quelques-uns

Ik read some

Ik less ER sommige

Ik EN is certains

Ik read some

Dutch and French have a quantitative pronoun that accompanies a complex NP modified by a cardinal numeral or weak quantifier. The licensing conditions of these pronouns (Dutch: ER, French: EN) differ partially (e.g. Bennis, 1986; Sleeman, 1996). English does not have a quantitative pronoun.

Materials

Grammaticality Judgement Task

3 experimental conditions (N=30), 15 fillers

Sentence imitation task

3 experimental conditions (N=12), 8 fillers

Dutch Vocabulary Task, Digit Span, Questionnaire

Participants

L1 French (N=25), highly advanced, level > B2
L1 English (N=25), highly advanced, level > B2
L1 Dutch (N=25)

Average years of exposure: L1 French (22;1) L1 English (19;7)

Comparison results French-Dutch and English-Dutch Linear models in R

Comparison results French-English

Discussion

Our predictions were based on Dutch being the L2 for both groups. However, all of the L1 French participants speak English too, and since all participants live in The Netherlands they come into contact with English on a regular basis. This leads to the idea that Dutch is in fact their L3.

By considering Dutch as an L3 for the L1 French group, we implemented the L2 Status Factor (Bardel and Falk 2007) that claims that the L2 acts as a filter, thereby blocking transfer from the L1 at the syntactic level. Thus, the L2 might have a bigger impact on learning the L3 than the L1. In that case we do not expect to find significant differences between the L1 French and the L1 English groups.

No significant difference between the L1 French and L1 English groups have been found in the GJT, thereby confirming the L2 Status Factor.

Conclusion

Our goal was to look at the role of L1 French and L1 English on the L2 acquisition of the Dutch quantitative pronoun ER. However, we found that for the L1 English group Dutch is considered the ‘real L2’, and for the L1 French group English should be considered the L2 and Dutch the L3, thereby confirming the L2 Status Factor.

References and Acknowledgements


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